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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

ADMINISTRATION

publishes the following qualifications for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualifications. The qualifications and unit standards can be accessed via the SAQA web site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below and no *later than* 13 June 2005. All correspondence should be marked **Standards Setting – SGB Administration** and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr.* Eddie *Brown*
> Postnet Suite 248
> Private Bag X06
> Waterkloof
> 0145
> or faxed to 012 – 431-5144
> e-mail: ebrown@saqa.co.za

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SAQA QUAL ID	QUALIFICATION TITLE		
9627	Further Education and Training Certificate: e Records Management		

SGB NAME	NSB 03	PROVIDER NAME
SGB Administration	Business, Commerce and Management Studies ,	

QUAL TYPE	FIELD	SUBFIELD
National Certificate	Business, Commerce and Management Studies	Office Administration

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	173	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose of the qualification

The aim of the e-Records Management Qualification is to advance the data gathering, manipulation, management, analysis, interpretation **and information** dissemination capabilities of learners working with data, thereby improving decision-making and service delivery.

The Qualification is aimed at developing and enhancing the analytical skills and computer end-user skills of the learners. It is required that learners apply their theoretical learning towards practical challenges that they will face in different contexts. In particular, the following quantitative skills are essential to the effectiveness of the e-Records Management Qualification.

> Data gathering, capturing and manipulation
> Data analysis
> Data interpretation and dissemination

In addition, learners need to have general communication skills (verbal and written) as well as research skills. These are the qualitative skills that will assist learners in planning an assignment or task, designing the research component, motivating the assignment, executing it according to plan and reporting on the results. These skills will also empower learners when interacting with the various role-players in their particular environment, in getting the approval, buy-in and cooperation required from others to successfully execute an assignment.

The Qualification is designed for use in any sector where administration-related practices are necessary for sound administration. Learners will be able to contextualise activities for different situations having gained appropriate knowledge of administration, through understanding the administrative value chain of departments, such as a government department or any other department that impacts on business processes.

Learners have the option of selecting elective standards from each of 3 broad streams. Learners should select at least 1 standard from each stream to achieve a minimum of 20 credits in the Elective Component.

Credit allocation for each component is as follows:

> *56* credits required in the Fundamental Component
> 97 credits required in the Core Component
> 20 credits required in the elective Component where selections are made from each of the streams

Rationale of the qualification:

FETC: e Records Management NQF Level **4** supports the objectives of the NQF and provides learners access to the National Qualifications Framework. It will therefore ensure that the quality of education and training is enhanced and of a world-class standard.

The Qualification allows the learner to work towards a nationally recognised Qualification and follows on from a level 3 Qualification in a related field where there is portability across the fields. This Qualification will allow both those in formal education and those already employed in organisations in any economic sector access to a Qualification that can benchmark their competence against local and international standards.

Learners will benefit from this qualification because practical work experience is supported by appropriate theoretical knowledge. Both the practical and theoretical work will be aimed at developing and enhancing the analytical skills of learners, including unemployed learners.

The rationale for this qualification can be summarised in the following objectives:

> Offer exposure to development issues in specific sectors or fields, and build very critical capacity in information analysis in those sectors. Example: Competencies are developed to analyse and extract valuable information from huge volumes of data sourced. In the process, reports that are critical inputs for development decision scenarios become available in tho workplace.
> Provide career-paths and opportunities for learners to gain experience and develop their investment in education.
> Contribute to the digitizing of administration across all sectors and enhance performance.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE
> Communication at NQF level **3** or equivalent
> Mathematical Literacy at **NQF** level 3 or equivalent
> Computer Literacy at **NQF** level 3 or equivalent

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, **if** the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this e Records Management Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned below.

This Recognition of Prior Learning may allow
> Accelerated access to further learning
> Gaining of credits towards a unit standard
> Obtaining this Qualification in whole or in part

All Recognition of Prior Learning **is** subject to quality assurance by the relevant accredited Education, Training, Quality Assurance Body and is conducted by a registered workplace assessor.

QUALIFICATION RULES

Levels, credits and Learning components assigned **to** the qualification

Rules of Combination

Fundamental: Level 3 ,20 **-** Level **4** ,36 **-** Total **56**

Core: Level 3, 14 - Level 4, 60 - Level 5 ,23 - Total 97
Elective: Level 4,53 - Level 5 ,44- Total Minimum 20
Total : 173

The qualification is made up of a combination of unit standards from Fundamental, Core and Elective components, totaling 173 credits

The total minimum number of credits for the Qualification is 173 credits.

Fundamental Credits
56 credits have been allocated to the Fundamental unit standards.
Communication in a First Language (at NQF Level 4) twenty credits, Communication in a Second Language (at NQF Level 3) twenty credits and Mathematical Literacy (at NQF Level 4) sixteen credits.
All the unit standards are compulsory.

Core
97 credits have been allocated to the Core Unit Standards.
All the unit standards are compulsory.

Elective
A minimum of 20 credits must be selected by the learner from the Elective component. There are three different streams totaling 78 credits, from which learners should select credits from each stream to obtain a minimum total of 20 credits. Hence:

Stream 1
> ID 14933: Demonstrate an understanding of creating multimedia/web-based computer applications with scripting (Level 4) 6 credits
> ID 14930: Demonstrate an understanding of the principles of developing software for the Internet (Level 4) 3 credits
> ID 13806: Code a web page (Level 5) 4 credits
> ID 114048: Create database access for a computer application using structured query language. (Level 5) 9 credits
> ID 114055: Demonstrate an awareness of ethics and professionalism for the computer industry in **South** Africa (Level 5) 3 credits
> ID 114050: Explain the principles of business and the role of information technology (Level 5) 4 credits
> ID 114056: Describe enterprise systems management and its role in IT systems support (Level 5) 3 credits

Stream 2
> ID 113964: Demonstrate and apply knowledge of role and responsibility of local government in South Africa (Level 4) 6 credits
> ID 113958: Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa (Level 4) 6 credits

Stream 3
> ID 15214: Recognise areas in need of change, make recommendations and implement change in the team, department or division (Level 5) 3 credits
> ID 13835: Contribute to project initiation, scope definition and scope change control (Level 4) 9 credits
> ID 10136: Plan, organise and support project meetings and **workshops** (Level 4) 4 credits
> ID 10149: Support the project environment and activities to deliver project objectives (Level 5) 14 credits
> ID 15216: Create opportunities for innovation and lead projects to meet innovative ideas (Level 5) 4 credits

EXIT LEVEL OUTCOMES

1. Gather, capture and manipulate data.
2. Analyse data.
3. Interpret and disseminate information.
4. Plan and execute assignments.
5. Understand the role of an administrative **body** in the private and in the public sector.
6. Demonstrate broad understanding of a range of systems, principles, concepts and processes relating to data, information and knowledge.

7. Relate and work with a range of stakeholders.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Data available in various contexts and sources are accessed using existing standard systems.
> A broad understanding of a particular work environment is demonstrated with explanations covering the processes and practices of the workplace.
> All theoretical aspects of how to gather data and what data to gather are documented and explained, supplying the steps and the required supporting information.
> **All** relevant data is gathered, captured, manipulated, managed and stored using appropriate software programme tools.

2.
> Data is analyzed and organized for dissemination to all intended users in the required format.
> Quantitative analysis skills, including basic statistics to gain the required information to analyse and interpret data, are applied where the analysed data is accurate and complete.
> Software programme tools are used for data analysis.

3.
> Data is interpreted and organized into "intelligence" for dissemination to all intended users in the required format.
> Close collaboration between users and decision-makers is ensured by dealing with appropriate changes and actions as required.
> Software programme tools are used to ensure that information is communicated and presented in the appropriate verbal and oral form.

4.
> Research is carried out as appropriate to assignments set.
> Basic project management techniques are carried out to ensure achievement of outcomes.
> Skills in planning an assignment or task, designing the research component, motivating the assignment, executing it according to plan and reporting on the results are applied using accepted project management principles and techniques.
> Interaction with various role-players in the work environment is achieved to obtain the approval, buy-in and cooperation required to successfully execute an assignment.
> Appropriate end-user software is used that is relevant to the range of assignments set.

5.
> Knowledge of administration is demonstrated with explanations covering all administration requirements.
> Administrative roles and functions are understood and demonstrated in the value chain of a particular cluster. (For example: In the public sector, a cluster of departments in the integrated Justice system consists of the following departments: South African Police Services, Department of Justice and Department of Correctional Services. In the private sector, a cluster in the publishing industry consists of **the** following: Publishers, Printers, Distributors and Marketers.)
> Data gathering and analysis are contextualized for **a** particular workplace context.
> A basic understanding of an administration process is demonstrated where the process is documented in sequence and includes all elements of the process.

6.
> Principles are described, documented and related to a range of workplace contexts.
> Various concepts relating to the use of information, including prioritization are related to a range of workplace contexts.

7.
> Relevant stakeholders are identified to enhance communication and the sound dissemination of information.
> Stakeholders are informed and communications are kept up-to-date and accurate.

Integrated Assessment

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic and specific contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together and assessors will ensure that assessment against the whole qualification demonstrates evidence that the learner has integrated all components of all the fundamental, core and elective standards that make up the qualification. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are assessed. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge

INTERNATIONAL COMPARABILITY

Local desk research on South African companies specializing in the area of records management was carried out. Local companies include DOCEX, Metrofile and Optiplan who specialize in the storage, organization, manipulation, dissemination and information security and in the use of electronic data management. These have based their techniques and practices from Germany and Switzerland. Research was also done on the National Archives of South Africa and on the joint projects between the GTZ and the Department of Science and Technology.

Key issues emerging from work carried out by Metrofile include:
> Making business processes more efficient, effective and productive
> Reducing risk
> Minimizing risk through effective management of records

Workshops that were held in designing this qualification found congruence with the local companies in the following:
> More cases could be processed and assignments completed as a result of the effective processing of information
> Backlog and outstanding issues at a minimum
> Greater efficiency by optimizing the use of tools available
> Greater credibility of decisions through the effective presentation of information

In Germany, National Government departments such as the Justice department have strict policies in place to ensure speedy dissemination of information, where a "one stop shop" approach is used. The **flow** of information (and decisions taken based on the accuracy of information for a particular matter) is initiated, followed through and closed in the shortest possible time. Discussions with South African companies **who** base their practices on this approach confirm that the German Government has a cost effective system.

> A paper presented by the SASA dealing with " A strategy for the management and appraisal of electronic records in the public sector" demonstrates the need for this qualification.

> Web sites of the New Zealand Qualifications Authority, the Australian Qualifications Authority and from Learning Institutions in the UK were visited. Standards registered on the **NZQF** were linked as follows:

Unit Standard title in the e Records Management qualification
> Apply problem solving strategies - **14927** - **4** credits
Standards registered on the NZQF
> Interpersonal communications - Apply problem solving strategies - **4** credits
Relevance
> Standard is applicable to any context and is easily applied to the public sector

Unit Standard title in the e Records Management qualification
> Describe the principles of computer programming - **14918** - **5** credits
- Standards registered on the NZQF
> Demonstrate an understanding of the principles of computer programming - **7** credits
Relevance
> Little relevance in terms of the level, yet the understanding of the principles is relevant

Unit Standard title in the e Records Management qualification
> Implement systems to meet the flow of information in a team, department or division - **15226** - **3** credits
Standards registered on the NZQF
> Manage the capture, storage, and service delivery of active records - **20** credits
> Manage record systems - 8 credits
Relevznce
> High relevance as it applies to capture and accuracy of records, data in computer systems, data that is created or received and the storage of data as good evidence

ARTICULATION OPTIONS

Horizontal articulation with: .
> FETC: Business Systems Operations: End User (ERP) NQF Level 4 (ID **49176**) - IT sub field
> National Certificate: Marketing Research NQF level **4** (ID 20894) - Marketing sub field
> National Certificate: Generic Project Management NQF level **4** (ID **21160**) - project Management sub field
> National Certificate: Business Administration Services NQF level 4 (ID **35928**) - Administration sub field

Vertical articulation with:
> National Certificate: Business Consulting Practice (Enterprise Resource Planning) NQF Level 5 (ID **48874)** IT sub field
> National Certificate: Datametrics NQF level 5 (ID **6123**) - Administration sub field
> National Diploma: Marketing Research NQF level 5 (ID **20896**) - Marketing sub field
> National Certificate: Project Management NQF level 5 (ID **24337**) - project Management sub field   .

The Qualification also articulates with data mining, Information Technology and Court Management.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant Education and Training Quality Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding (MoU) with the relevant ETQA.
> Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding (MoU) with the relevant ETQA.
> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the **ETQA's** policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies) and in terms of the moderation guideline detailed immediately below.
> Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of

the competence described both in individual unit standards as well as the integrated competence described in the qualification.

>Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant **ETQA.**

CRITERIA FOR THE REGISTRATION OF ASSESSORS

> A minimum of 2 (two) years' practical, relevant occupational experience
> Competency in all the outcomes *of* the National Assessor Unit Standards as stipulafed by the South African Qualifications Authority (SAQA)
> Qualification in Administration or Management at Level *5* or higher

NOTES

N/A

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	**14918** Describe the principles of Computer Programming	Level 3	5	Registered
core	**113956** Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context	Level 3	4	Registered
core	**10135** Work as a project team member	Level 4	8	Reregistered
core	**14015** Collect and interpret data	Level 4	4	Registered
COre	**14503** Plan and conduct a research project	Level 4	6	Registered
core	**14667** Describe and apply the management functions of an organization	Level 4	10	Registered
Core	**14910** Apply the principles of Computer Programming	Level 4	8	Registered
Core	**14924** Demonstrate an understanding of information systems analysis	Level 4	3	Registered
COre	**14927** Apply problem solving strategies	Level 4	4	Registered
core	**110021** Achieve personal effectiveness in business enviroment	Level 4	6	Registered
core	**113960** Demonstrate and apply knowledge of the ethical standards in the Public Sector	Level 4	4	Registered
core	**113965** Demonstrate and apply knowledge of role and responsibility of national government in South Africa	Level 4	6	Registered
core	**17927** Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6	Registered
core	**10055** Present data to stakeholders	Level 5	5	Reregistered
core	**10171** Manage the capture, storage and retrieval of human resources information using an information system	Level 5	3	Reregistered
COre	**10343** Develop and maintain a client database for Contact Centres	Level 5	12	Registered
COre	**15226** Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Elective	**10136** Plan, organise and support project meetings and workshops	Level 4	4	Reregistered
Elective	**13835** Contribute to project initiation, scope definition and scope change control	Level 4	9	Reregistered
Elective	**14930** Demonstrate an understanding of the principles of developing software for the internet	Level 4	3	Registered
Elective	**14933** Demonstrate an understanding of creating multimedia/web-based computer applications with scripting	Level 4	6	Registered
Elective	**113958** Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa	Level 4	6	Registered
Elective	**113964** Demonstrate and apply knowledge of role and responsibility of local government in South Africa	Level 4	6	Registered
Elective	**10149** Support the project environment and activities to deliver project objectives	Level 5	14	Reregistered
Elective	**13806** Code a web page layout	Level 5	4	Registered
Elective	**15214** Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Elective	**15216** Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered

Elective	**114048** Create database access for a computer application using structured query language	Level5	9	Registered
Elective	**114050** Explain the principles of business and the role of information technology	Level5	4	Registered
Elective	**114055** Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa	Level5	3	Registered
Elective	**114056** Describe enterprise systems management and its role in IT systems support	Level5	3	Registered
Fundamental	**119457** Interpret and use information from texts	Level3	5	Public Comment
Fundamental	**119458** Analyse and respond to a variety of literary texts	Level3	5	Public Comment
Fundamental	**119465** Write/present/sign texts for a range of communicative contexts	Level3	5	Public Comment
Fundamental	**119472** Accommodate audience and context needs in oral/signed communication	Level3	5	Public Comment
Fundamental	**7468** Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level4	6	Reregistered
Fundamental	**9015** Apply *knowledge of* statistics and probability to critically interrogate and effectively communicate findings on li e related problems	Level4	6	Reregistered
Fundamental	**9016** Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level4	4	Reregistered
Fundamental	**119459** Write/present/sign for a wide range of contexts	Level4	5	Public Comment
Fundamental	**119462** Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level4	5	Public Comment
Fundamental	**119469** Read/view, analyse and respond to a variety of texts	Level4	5	Public Comment
Fundamental	**119470** Evaluate literary texts	Level4	5	Public Comment